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ABSTRACT

The purpose of this literature and research review is to synthesize and discuss the process of mentoring in teacher education, and the relationship between the preservice teacher and the college supervisor in a clinical experience. The review concentrates on ways in which college supervisors of preservice teachers can facilitate instructional and professional excellence through the mentoring process. The paper focuses on: (1) objectives of mentoring; (2) cautions such as acceptance of supervisory doctrine without reflection; (3) duties of the supervisor; (4) types of supervision; (5) stages of teacher development characterized by idealism and dependency, increased independence, and mentor/protege as independent equals; (6) development of problem-solving, decision-making, and questioning skills; (7) evaluative and other strategies to produce instructional effectiveness; and (8) implications of the findings for mentoring. In conclusion, it is noted that mentoring of the preservice teacher by the college supervisor should be an intentional process of responsibility and nuturing which promotes growth and development through reflection. (LL)

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EMPOWERMENT OF PRESERVICE EDUCATORS THROUGH EFFECTIVE MENTORING

BY

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FALL SEMESTER

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Introduction

Mentoring is a label for a concept that connotes a "philetic" association, a relationship based on teaching through brotherly or sisterly love and dialogue (Broudy, 1972). In this paper this time honored concept is reviewed and synthesized through a discussion of research on the process of mentoring in teacher education. The cognitive objectives and metacognitive skills for professional mentoring and the affective goals of mentoring will be discussed through pertinent research. This paper also present the ramifications of mentoring and the relationship between the preservice teacher and the college supervisor of the clinical experience.

The concept of mentoring is not new. Greek literature tells us the story of Odysseus providing mentoring for his son, Telemachus. It was "Mentor" who advised and was the guide of Telemachus. King (1986) defines mentoring as one who is a " teacher, coach, role model, opener of doors, and sponsor". Herthington and Barcelo (1985) coined a term for a woman-to-woman mentoring process, "womentoring". "The guiding of a novice in professional development and the journeying together toward professional excellence" will be the definition of mentoring in this literature review.

The point of inquiry is, how can college supervisors of preservice teachers facilitate instructional and professional excellence through the mentoring process? Professional instructional development and didactic nurturing through conferencing are the general goals of preservice/supervisor mentoring.

Objectives of Mentoring

Cognitive domain objectives and metacognitive skills for the mentoring process between supervisor and preservice teacher include: a search for instructional excellence, development of critical thinking skills in the areas of problem solving skills, decision making, skillfulness in questioning, effective strategies and techniques in instruction and management, and proficiency in evaluative assessment. Affective goals for mentoring are the following: providing a support system in adapting to the teaching situation, promoting acceptance of differing instructional practice between the preservice teacher and the cooperating teacher, modeling of professional attitude and responsibility, provision for reflectivity, development of self-efficacy in teaching ability, and being an active listener for processing the preservice teaching experience. Research establishes that mentoring is a valid process to initiate and support proteges (Shelton, Bishop, & Pool, 1991), but additional research is warranted to ascertain the most effective procedures to mentor in the preservice teacher/college supervisor interaction.

Cautions

Almost ninety years ago Dewey (1904) warned of the over emphasis placed on preservice teaching and that the experience could be an indoctrination of the student teacher. The preservice teacher most likely unquestioningly accepts the teaching practices of the cooperating teacher without reflecting on his or her own instructional agenda and the development of strategies, skills, and style in the classroom. The role of mentoring by the supervising teacher can be a positive and influential

empowerment on the cognitive and affective growth and development of the preservice teacher if reflection is encouraged.

Duties of The Supervisor

The primary duties of the supervisor generally include: facilitating the preservice teacher in goal setting and expectations, assisting the preservice teacher in adjusting to the classroom setting, providing instructional feedback and evaluation through noting positive teacher behaviors and giving constructive criticism through observational techniques, offering suggestions for improvement of techniques, creating an awareness of the preservice teacher's instructional behaviors, serving as a support, coach, and confidant in developing instructional standards, and dealing with the cooperating teacher (Zahorik, 1988). The development of self-efficacy in the preservice teachers' teaching ability and the provision to increase the awareness of instructional practice in order to develop the preservice teachers' knowledge bases are also responsibilities of the supervisor. However, supervisors are often unprepared for these roles. Research seems to indicate that much disparity is present in college supervisors' education and formal training for supervising the preservice teacher (Zeichner and Tabachnick, 1982 and Zahorik, 1988). This is a question for additional research and review.

Types of Supervision

Supervisory types must be considered in the mentoring process. Zahorik (1988) defines three general types of supervision and defines the subtypes of each type. Goals and provided support by subtypes

delineated the types. They are as follows:

1. *behavior prescription,* an active style of *scholar* (one who presents research on effective teaching practice), *master* (one who has expert power in instruction and disseminates this practice to the preservice teacher), *mentor* (provides wisdom through research awareness in a humanistic fashion, and *critic* (provides collected data regarding the preservice teachers' instruction and gives prescriptions to improve);

2. *idea interpretation,* an active style stressing humanistic and personal support through the subtypes of the *humanistic supervisor* (raises the consciousness of the preservice teacher about questionable instructional practice), the *reformer supervisor* (one who emphasizes specific practice and models behavior);

3. *person support*, a reactive supporter who supervises through being a *therapist* (one who listens carefully, picks up reactions on observation, reflects on preservice teacher's analysis of lesson, and devises a plan for refinement); an *advocate supervisor* (one who intercedes for the preservice teacher, clarifies university policy, and generally prevents the student teacher from being a responsible decision maker); and an *inquirer supervisor* (who questions the student teacher for reflective practice and evaluation and sets forth a plan for improvement). Much research has been conducted to define supervisory styles in relationship to preservice teachers and the echo is basically similar.

Zeichner and Tabachnick (1982) delineated three types of style

supervision: *Technical-instrumental, personal growth centered,* and the *critical supervision type.* The first type is one who facilitates growth through feedback from coding instruments; the second type is primarily interested in fostering professional growth, and the last is one who sees the role as authoritative and the preservice teacher as a subordinate.

Likewise, Zimpher and Howey (1987) term the three styles of the supervisors they researched as: ***technical, personal, and critical.***

Acheson and Gall (1987) propose five types of supervisors: the *counselor* (feedback and counsel are provided), the *coach* (focused feedback based on expert observation and the application of newly learned skills by the student teacher), the *inspector* (one who functions as a "quality control" person), the *mentor* (a form of teaching that emphasizes nurturing and a one-to-one relationship), and the *master* (who supervises as an expert boss on a level of superiority).

Stages of Teacher Development

Research and discussion has proposed stages in the teacher development process (Ryan, 1986, Fuller, 1975, and Berliner, 1986).The delineation of stages is of benefit to teacher education faculty, graduate assistant, or field cooperating teacher who supervises novice and preservice teachers and who mentors in and through the processes of development. Ryan (1986) has identified four levels of passage that describe characteristics of consciousness and cognitive functions, and the affective manifestations of each given stage. Francis Fuller (1975) provided the basis for Ryan's (1986) expansion on delineating the stages of teacher development, which are as follows:

1. The *fantasy stage* is marked by serious anticipation of becoming a teacher through creating an illusion of being the perfect educator, better that his or her counterparts, but also contains a balanced negative side of worry about maintaining management in the classroom.

2. The *survival stage* is the discovery often present in the first 2-3 months of a first year-teacher and is characterized by realizing management problems and difficulties that either are worked through to a renewed self-efficacy or result in disillusionment with students and teaching in general.

3. The *mastery stage* is the learning of the "craft" (Ryan, 1986) in order to become an experienced teacher; the focus is on skills and content, the teacher's management problems have been worked through and the teacher enjoys feelings of competency.

4. The *impact stage* is the expert teacher who because of pedagogical development is in the position to influence those with whom he/she comes in contact.

Matching supervisory styles to preservice teachers' stage of development (Glickman, 1981; Zahorik, 1988) is a provocative proposition for further research and development in the area of providing efficient mentoring for preservice educators.

Good and Brophy (1991) stress that preservice and beginning teachers should be provided with guidance and assistance through the mentoring process, but openness to the novice teachers' established

patterns in developing curriculum and instruction should be carefully maintained.

Developing Problem-Solving Skill

Supervisors who actively listen and engage in discussion about the problems a preservice teacher is experiencing sets the stage for providing feedback. Positives in instruction are pointed out and omissions are addressed. Materials are assessed and technical feedback assists the preservice teacher in problem-solving and refining skills. The art of observing for feedback is beneficial to the supervisor who vicariously sees problems and together with the preservice teacher, sets goals and practices to solve the problems at hand. If prior learning is accessed through this reflection process, research recommends that conditionalized knowledge (knowledge that is related to the conditions in which it will likely be utilized) (Paris, Lipson & Cross, 1984) is an essential precursor to the experience. This is an argument for a basis of theory in instruction prior to preservice clinical experience.

Others (Joyce & Showers, 1980) concluded, that effective education includes: studying of theory as a basis for methodology, observing experts in demonstration of practice, actually practicing methods and given feedback, and coaching in the actual situation on site. The retrieval of available knowledge related to the problem or transferring available knowledge of a similar problem to assist solving the problem at hand is key to problem-solving (Tobias & Kaufman, 1991). Critical thinking involves analyzing the problem, a cognitive search for valid evidence (research), reaching a sound conclusion, and making

judgments that are appropriate for the situation (Pasch et al., 1991). Creative thinking is the process of generating new ideas to solve a problem. Problem-solving is the coupling of these two concepts in order to analyze and resolve a defined problem (Pasch et al., 1991). Decision-making is an integral component of problem-solving. Most problems in the classroom that affect preservice teachers are of an open-ended nature and have many solutions. Together with the supervisor, in the mentoring schema, the preservice teacher should identify the problem, define it in label form, search and explore possible strategies from research and experience, and make a decision to act with the vision of possible ramifications (Bransford & Stein, 1985). Mentoring should embody these steps to problem solving in assisting the preservice teacher toward instructional excellence.

Decision-Making

It is difficult to differentiate problem-solving and decision-making because they are so closely related (Pasch et al., 1991). Through the process of decision-making, the preservice teacher and the college supervisor select from the array of alternatives relative to criteria. Steps in this process generally model from the following: Identify decision, identify alternatives, identify criteria to evaluate possibilities, evaluate and assess each alternative from the list of criteria, and finally make the decision (Pasch et al., 1991). Reevaluating at intervals is also necessary.

Developing Questioning Skill

Knowledge of Bloom's taxonomy (1956) is a sound research basis for questioning student thinking using skills such as: focusing, gathering

data, recalling information, organizing information, analyzing information, generating new information and generalizations, integrating and comparing information, and evaluating information to form a judgment or prediction based on evidence. Questions can be developed through the six levels of Bloom's taxonomy (1956): 1). knowledge recall and recognition questioning, 2). comprehension questions checking for organization of learned information, 3). application-type questioning to transfer learned information into a new situation, 4). analysis questioning to separate information to describe relationships, 5). through synthesis questioning by divergent thinking in creating, inventing and predicting, using accommodated information, 6). and evaluative questions to reflect and evaluate. Practice and reflection on this research provides a knowledge base for preservice teachers to develop questioning skill and criteria for college supervisors to assess, evaluate, and suggest remediation to continually assist preservice teacher development in skill in questioning. This taxonomy can be applied for preservice teachers' analyzation of their own instructional performance in all areas and strategies to strive toward effective teaching.

Evaluative Strategies

Evaluation techniques used by the preservice teacher in his or her evaluation of students' mastery of objectives and goals is another process of development for focus by the mentoring of the college supervisor. Formative evaluations of students should include pretests, quizzes, drafts and revised writing assignments, practice, and so on (Pasch et al., 1991). These evaluative techniques check for student

understanding and attainment of skill, concept, and inquiry. Summative evaluation is a decision making process of formal evaluation such as term papers, final exams, report cards, etc. Preservice teachers should assess and decide on appropriate means of evaluation of student attainment of set objectives and goals. Mentoring by the college supervisor can be of assistance to provide ideas, resources, and research to substantiate alternative means of assessment. Creativity in formative evaluation can be assessed and encouraged for usage by the preservice teacher instead of the conventional means described above. Role-playing, simulations, projects, creative writing, and research papers are all alternatives to the conventional strategies utilized in evaluation.

Other Strategies to Produce Instructional Effectiveness

The use of coding instruments to provide preservice teachers with objective feedback for reflection and discussion are important tools to use in conferencing and mentoring. The Flanders Interaction Analysis Categories (Flanders, 1970) is a classic interaction analysis inventory that was a basis for subsequent work in documenting teacher behavior and interaction with students and the affect on student responses and achievement. The Brophy-Good Dyadic Interaction System (1970) is another coding system to determine teacher behaviors and the affect on student performance. Narrative collection of classroom transactions and ethnographic studies may be of use in providing preservice teachers with observable data in evaluating effectiveness in instruction. These coding systems often require careful training and a team approach in observing to produce reliable and uniform feedback.

Coding can transpire on interaction analysis, motivational attempts, introduction and evaluation of lessons, academic learning time, conveyed expectations through teacher language usage, handling misbehavior, instructional strategies (learning centers, mastery learning, grouping), modeling, and engagement rate, just to name a few of the multitude.

Implications for Mentoring

Preservice teachers have had 15 to 16 years of observation of teacher skills and strategies through their own educational process. They have had ample opportunity to internalize these demonstrations of instruction, whether effective or not, and in a moment of indecision probably rely on the influence of those earlier experiences (Goodlad, 1990). Goodlad (1990) draws conclusions from data gathered in teacher education programs citing that peer culture is weak among preservice teachers, and that when in need of advice, most preservice educators go to college faculty or inservice teachers. Informal contact with faculty mentors was described by Goodlad (1990) as being limited but noting that elementary preservice teachers did have a stronger mentoring system with college faculty than secondary students. Most preservice teachers in Goodlad's (1990) research saw themselves observing their cooperating teacher's instruction and "then taking on the mantle (Goodlad, 1990)." If conflicts arose with the preservice teachers' instruction versus the cooperating teachers' instruction, the preservice teacher tended to yield to the cooperating teachers' methods (Goodlad, 1990). Mentoring, therefore, becomes serious business. Do we want to

clone and perpetuate ineffective practices? Are all of our preservice teachers placed with effective expert teachers? If not, teacher education programs have a didactic responsibility to provide for theory-based problem-solving and decision-making skill as part of the clinical experience. Training for college supervisory mentoring to the preservice teacher is mandated if instructional excellence is the expected outcome.

Conclusion

Mentoring of the preservice teacher by the college supervisor then should be an intentional process of responsibility, a nurturing process which promotes growth and development through reflection and plans for refinement, an insightful process in which the preservice protege applies the feedback of the supervisor, and a supportive and protective process in which the presevice teacher considers advice from the supervisor and the supervisor guards and provides for the safety of the preservice teacher (Anderson & Shannon, 1988). "Mentors provide preservice teachers with the sense of what they are becoming" (Anderson & Shannon, 1988). The focus is on professional and personal development in the complex arena of the elementary school classroom. Both the supervisor mentor and the preservice protege must desire the mentoring process (Gehrke, 1988).

Bravmann (1986) has suggested stages in the development of mentor/protege relationships. Idealism and dependency are characterized by phase one; phase two is delineated by increased independence and a stronger protege role in the interaction and phase three is characterized by mentor/protege being independent equals

(Bravmann, 1986).

Time is a variable in the mentoring process, and the provision for adequate time for conferencing between supervisor and preservice educator is critically important. If pre-conferencing and post-conferencing "bookend" the observation, then a substantial amount of time is invested in one observation. How many formal observations are required by university policies governing supervisors? How can college supervisors, with the multitude of pressing responsibilities, provide quality time in guiding the essential skills, strategies, and professional attitudes for effective instruction? This is a pivotal question for further research.

Other Considerations

Spodek and Saracho (1990), in their look into the future of early childhood teacher preparation, project that computer networking will be utilized to simulate problem solving situations in order to fine tune preservice teacher decision making ability. Spodek and Saracho (1990) ascertain that networking can be used as a means of communication for the preservice teacher for direct contact with others in the field and with teacher education faculty for immediate feedback on any given situation. This technology provides another medium to transmit knowledge and mentoring from the teacher education institution to the field site.

Further research is indicated to determine if the mentoring process in the areas delineated in this literature review indeed influences the preservice teacher's effective pedagogical behaviors and nurtures professional development. What are the most effective ways for this

process to fulfill its ideals? What types of training and technology can assist the supervisor to mentor the teacher protege within the context that embodies reflection and critical analysis and thereby empowers the teaching profession through holistically educating new teachers?

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